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SUNDAY, FEBRUARY 21, 1904.

Education for the Megro.

We print to-day letters from a number of distinguished educators in Richmond in reply to the question; "Do you think that education helps the negro to be a better citizen?" In sending out these letters we did not intentionally select those who would give an affirmative reply. It was not our purpose to procure argument in favor of negro education so much as it was to ascertain the views of prominent teachers on that subject. But it so happens that every one of our correspondents does make an affirmative reply, and does make an argument in favor of training the negro.

The replies are all instructive, and they should be read with care. We are specially interested in the communication of Superintendent Fox, who is in better position, perhaps, than any man in Richmond to observe the effect of education upon the negro race. It is also interesting and significant that Mr. Dana H. Rucker, principal of the West End public school, follows much the same line of argument as that employed by Superintendent Fox. Each observes from the same point of view, and each reaches the same conclusion, that education of the right sort has much the same effect upon all who receive it, no matter to what race the recipients may belong.

Both Mr. Fox and Mr. Rucker speak of the negro in slavery, and Mr. Rucker well says that the negro slave was in a sense educated. We go farther, and re peat what we have said time and again in discussing this question, that the negro slave was splendidly educated. First of all, he was taught the great lesson of obedience; then he was taught good manners; ther, he was taught to tell the truth; then he was taught to keep his from picking and stealing; and, last of all, he was well instructed in manual training. Time and again has the question been asked; How is it that are so many negro brutes in the land to-day, prowling around and looking for defenseless victims, while this horrible crime was never heard of during the days of slavery? We have alread; taught good morals and good manners. and he would have sacrificed his life in defense of the honor of any lady member of the family to which he belonged.

But since the war the negro has had very little of that sort of training. So far from being reared in an atmosphere of restraint, he ha's been turned loose, a rule, as an unbridled colt, to roam at large, to follow his own natural in stincts, and to satisfy his appolites as the opportunity occurred. That a man by nature savage and brutal, reared under such circumstances, should grow up not strange. The strange thing is that negroes, thus reared, are not worse than

We have absolutely no doubt that edu cation of the right sort is as good for the negro as it is for the white man, and we have no doubt that the negro race needs such education worse than the white race needs it. The argument that the negro is to be improved by withholding from him education is not only a palpable contradiction, but it is the argument of recklessness. As well argue that public safety is to be promoted by turning loose in the South thousands and millions of untrained lions and tigers from the wilds of Africa. The regroes are here, and here to stay, and we must endeavor to teach them and to train them to be good and useful citizens.

Mr. Fox and Mr. Rucker both call attention to the conduct of properly educated negroes in this community, as compared with the conduct of untrained brutes of the race. Mr. Fox says that his experience with the graduates of the Normal School is very satisfactory; that at the close of the last session its graduates numbered 656, and that these, with rare exceptions, have taken good postcising a conservative influence. leaders in all good works among their race. Mr. Rucker directs attention to the same fact, and speaks also of the good conduct of the graduates of the Hampton Normal School.

This brings us at last to the most important question of all-the right sort of teachers. Place at the head of the negro schools men and women of good moral character, and they will be sure to teach the children committed to them lessons in manners and morals, and such instruction is bound to impress the negre-

To Virginia Congressmen.

the Virginia delegation in Congress to the imperative demand for an appropria-

town Island. The wall, as far as it has been built, is first-class and serves its purpose perfectly, but it needs to be exlended in order to preserve the island from the ravage of the waters. This work must be done in a short time, or the island will be seriously damaged. Indeed; there is danger that the river will cut its way across the entire island if the sea wall is not soon extended.

It is proposed to hold an Exposition in 1907 to celebrate the foundation of the republic and everybody who visits the Exposition will want to see Jamestown. It will be mortifying, indeed, if upon that eccasion visitors find that the island has been in great part destroyed through

This subject deserves immediate attention, and we hope that the Virginia members of Congress in both branches will use their best endeavors to secure the necessary appropriation.

Horse Talk.

That teams driven with a single line are a source of wonder to many persons who visit the South is a fact to which we referred in a recent article. Now we are told that the terms which the Virginia driver uses in addressing his team also are a subject of "miration" on the part of many strangers.

Here, and in some other Southern States, where the single driving line is used, the driver shouts "gee" when he wants the horse to go to the right. At the same time the driver tightens the line-that is, pulls it in-and the horse responds at once. When the driver wishes the lend horse to turn to the left he says "wor-haw," or "war-hl," with a long drawl, and looses or wabbles the line. Then off to the left the animal

That is the rule, no matter whether there are two lead horses, side by side, as in a four-horse team, or one in the lead, as in the case where a cart is drawn by a "tandem toam." One horse or mule in the shafts of a cart and two in the lead form a team which is yet more a curious object to many strangers To stop the team, it is sufficient for the driver to say "way" (perhaps an abbreviation of wait), or "whon," or "wo, the "o" long drawn out.

To start any team, according to the Southern practice, it is sufficient to gather up the reins and give a "cluck' or say "g'long" or "get up;" but we are told that the "cluck" is hardly ever used where a mule is driven. Have any of our readers observed that that is the tendency of drivers? Here in the South, our drivers are

usually colored men, and each one has endearing terms of his own with which he addresses his favorite horses and mules. Some of these drivers will talk to the animal as familiarly as if it were seems to understand him. It will listen to his coaxing when all other means of persuading him have failed. As a final resort, some drivers have a way of startlrg a balky horse or mule by touching him here and there on the hide with

Except for high-toned, "sporty" vehicles, the four-in-hand team is practically unknown here. The four-horse farm or lumber wagon, or the four-horse wagon for heavy hauling upon the streets of cities, is driven by a man v' with a single line drives the horse, or pair of horses (leaders) in "front" and West. There the driver of a fourhorse team sits on a spring seat placed or the body of the wagon and has a relu Hence the "four-in-hand," so little known here and farther South.

We doubt if the negro driver would welcome any change. He loves to talk to his team, and does not wish to have the necessity for doing so removed.

Progress of the War.

Japan broke off diplomatic relations with Russia on February 6th, and on the began landing troops in Korea. On Februnry 8th Japanese torpedo boats disabled three Russian vessels at Port Arthur, and on the following day a Russian cruiser and a Russian gunboat were sunk off Chemulpo, after a short battle with a Japanese squadron,

On February 13th It was reported that three Russian cruisers had been torpedoed in the Straits of Tsugaro. On the following day the Japanes

landed troops near Dalny, and a Russian cruiser was synk off Port Arthur.

On February 15th eleven Russian warships were reported damaged in the fight off Port Arthur.

It was rumored on February 16th while marching across Lake Baikal, 600 Russians were frozen to death. This rumor his since been denied. On February 17th it was reported that

account of a snow storm, only two Japanese torpedo boats got into action at Port Arthur on Sunday, but that two of the Russian warships were sunk. Since that time no movements of importance have been reported, except that both sides are rushing troops as rapidly as possible to the scene of action.

As a close watch is kept on the cor respondents by both sides, it is very dif ficult to ascertain the exact facts, but t appears that Japan is practically in mmand of the situation at sea; that if she has not already taken Port Arthur tically put the Russian fleet in those correct, the next important conflict will be on land. With the Russian fleet out of the way, Japan will have little trouble in landing her troops and sending them forward to meet the Russian forces in Manchurla. On the other hand, Russia has the Siberian railroad, over which she may send as many troops as she has available to meet the Japanese

come Japan by force of superior num-hers, but she is taking almost desperate chances. She was in better position, it tion to complete the sea wall at James, seems to us, to have protected and ad-

peaceful mobileds rather than by resort to arms. With her railroad running through the very heart of Manchuria and terminating at Port Arthur, with at least one thoroughly Russian city-the city of Harvin, which has grown in population from 12,000 in 1901 to 60,000 in 1901she was in position to exert an influence which would by and by amount almost to domination in Manchuria, and naturally her influence would by degrees have been extended to Koren. By goling to war with Japan, she may accomplish her purpose more speedily, but on the other hand, she may lose all. Small though she be, Japan may finally force Russia to bring this war to a close upon Japan's own terms.

Houdon's Washington. Delegate Charles J. Anderson, of this city, proposes that better provision shall be made for the safekeeping of Houdon's

statue of Washington. This statue now stands in the retundaor quadrangle, rather, of the Capitol and is regarded as the most precious piece of sculpture having Washington for its subject. It is of marble, and is a fac simile of the person of the Father of his Country, and is from the hands of Houdon, the French sculptor, who was "the greatest statuary of his time.

If left where it is now, this statue might easily be destroyed by fire or broken or defaced whilst the work of repairing and remodeling the Capitol was oing on. Hence General Anderson urges that \$2,000 be set aside and a commission appointed for the purpose of housing and protecting it temporarily; at least. It is thought possible that a place of security for the statue may be found in the State Cabrary building. In the seventies fear was entertained

that the foundations of this statue were unsafe, and it was, therefore, taken out of the Capitol until the foundations could be repaired, when it was put back in its old position.

guinaes, plus the expense of his trip, and also in the hope that he would be commissioned by Congress to make the equestrian statue of Washington, then contemplated, M. Houdon visited this country in 1785, and stayed two weeks with Washington at Mount Vernon. The Virginia commissioners had had a full length portrait of Washington made by Peale, and had sent it to him in Paris to guide him in his work, but Houdon was not satisfied; he preferred to see General Washington in person and make a cast and measurements.

Houdon, while at Mount Vernon, took casts of the face, head and upper part of the body of Washington, and made minute measurements of other portions of his person. He went away with exact data with which to do his work, and he contracted to do it leisurely, so that he might do it well. It was agreed that he should have three years' time in which to finish the statue, and accordingly it was not ready for shipment to this country until 1788. At that date, however, the Capital building had not seen finished, and the Virginia commissioners arranged that the statue should be detained in France until such time as the Capitol building should be ready to receive it. It was not until May 1706, that the statue was received here and erected where it now stunds.

It always has been a matter of appre and the people lest the statue might be destroyed by fire or otherwise. And so, looking to its preservation, or, rather looking to the preservation of a copy the Legislature, in 1853, permitted W. J. Hubard of this city, to take casts of it and make several copies in bronze. All of these copies are in existence, we be-

That the Legislature will see to it that the statue is taken care of we have no doubt. To-morrow is Washington's birthday, and the moment is opportune for the consideration of subjects per taining to Virginia's illustrious son; but, independent of any work that is to be st the Capitol, the statue is worth; of a more secure location; one where it will be safer from fire. Until the Capitol be made reasonably fireproof the statue should be placed in the Library building, or in some fireproof structure erected for the purpose, or else boxed up and stored in a secure place until we have a Capitol in which it will be safe as possible from all sorts of danger.

Who Are They?

The charge was openly made on the floor of the House last Friday by several members that there were dishones nagistrates in their respective sections. That was a terrible charge to be brought in the Virginia Legislature, and it cannot be left where it is. If there are dishonest magistrates in any part of Virginia, it is the business of the authorities to hunt them down and put them out of

Richmond Education Association. In another column will be found an ar icle on the Richmond Education Assolation. It is one of the best organiza tions in this community. It is doing a spierdid work for education, and it deerves the support of the public.

"The Climax."

(Selected for The Times-Dispatch.) "When he came to himself,"-St. Luke,

It is the story of the poor young prodigal, and the climax is reached by steps gradual but decisive.

The first is when he sought independ ence of his father, "Give me," said he, the portion of goods which falleth to We know something of that state of mind. Alas! it is a very common one

The Best Preparation Colds, Coughs, and Asthma. Signature of John & Germ Mon box.

As yet there is no open revolt, only a' subtle alienation of mind, governed by selfishness and covetousness. Religious services are still attended; the father's God is still held in reverence, but in his heart the young man craves a supposed liberty. He wishes to cast off all restraint. Companions bint that he is tied to his mother's apron strings, and this he cannot stand. He never intends to spend his substance in riotous living, but he wishes to spend it as he likes. He does not mean to be a prodigal, but he is a man now, and he desires to be his own

The next stage comes all too quickly, He has received his "goods," not waiting for the death of his father, and now what shall he do? Anywhere near that loving father there is an unseen check upon him; he cannot but still feel the influence of home.

He gathers his all together and out into a far country, where there are none glas! to beln or hinder. Now there is all the wild delirium of self-indulgence, Now it is all (supposed) gayety-"a short life and a merry one," forgetting the long eternity and the woful one. Now qup is full, and as yet it has not bitten like the serpent. It will do it all

Fire long there comes a third stage to the sinner, as to the prodigal, when he has "spent all." For we have only a certain amount of spending money all. He who has gold without limit may not have health; or if health, yet desire falls and satisty comes in, as it did with when he tried this way of seekleft, only the sting of the bee. There is nothing left-character, health, strength, hope, uprightness, manhood-all are gone He has "spent all" truly.

It is it dreadful state to be in. But even here the grace of God may step in and lead the poor boy home; for this is the point reached by him when "he came to himself."

He had been beside himself while living in his sin. There is nothing more like madness than sin. Every sinner is morally and responsibly insane. Ills judgment is out of order. He makes fatal mistakes about all important matters. He reckons a few hours in this mortal and puts eternity into the background. He considers it possible for a creature to be at enmity against the Creator and yet be happy-to have interests apart from Him who made me and keeps me alive; who so loved me that He died to save me. Why, I must be mad, in-

He left his own home, though it was the best home in all the world. We can judge what it was by the exceeding tenderness and generosity of the father at the head of it: the wonderful sympathy existing among the servants. It was a happy, peaceful home, well stored with all tha the son could need. But he quits it to go, he knows not whither-among stran and who, when they had drained his purse, would not give him a penny. He must have been mad to act like that,

ause when he goes into the far country he spends his money riotously-he spend it all. He did not stop half way. He spent it for that which satisfieth not and he spent it all. There is no limit to those who have started on a course of sin. You begin sinning, and oh! how one sin draws on another. It acts as decoy or magnet for another, and oncan never tell when he begins the slip pery slide how quickly or how far h

the first mark of grace working in the sinner, and it was the first sign of hope for the poor prodigal. The climax was this: He was very hungry, in great sor row, and he was alone. No one was nea this poor man; no sound except the grunting of the hogs and the munching

It is a good thing for a man some times to be alone. The prodigal had no one to drink with him, none to sport with im: not a rag had he to pawn for another pint; he was too far gone for that. No man gave to him. He was ready to die. Then it was "he came to himself," and when he came to himself he came to his father. His momory roused him, as he recalled his home and his shame. His misery stirred him; the want, the degradation, with only the swine for company, made him long for his father's love and protection. His fears whipped him for he feared to perish with hunger, and his hope drew him back by a gentle cord to the father's home.

Poor sinner! This is what God can and will do for you to-day if you will let Him, How happy He will make you! How peaceful, how blessed! Let your hope and your need draw you to Him.

The prodigal came to himself; his man hood had returned, and he said: "I will-I will arise and go to my father." Now, poor prodigal, do thou the same.

The Philadelphia Record publishes pictures of a number of buildings, still standing, which are reputed to have been ised as headquarters by General Washington. Among them is the Old Stone House in Richmond, which is truly an incient structure, but Washington no headquarters there. The largest force of American troops in or about Rich mond during the Revolution was commanded by Lafayette. His headquarters were in the field. However, the Old Stone Louse is the oldest building here, and has

an interesting history. According to a report sent to Washing on by the United States consul-genera at Frankfort, Germany, radium probably will soon decline in price. This wonder ful element is obtained chiefly from the uranium ores of Bohemia. Those who are thinking of buying would do well to await the declining market that is

A new phase of the Iroquois Theatre investigation is that it is ulleged that by by the building commissioner. If this be true, the Mayor took a heavy responsibility upon himself. Public officers are Russian-Japanese War, but huyers find clair report of Admiral Bob Evans. Then Missouri muicis

THE RIGHT SORT OF EDUCATION IS SURE TO HELP THE NEGRO

MR. WILLIAM F. FOX,

Superintendent of Public Schools of Richmond.

DR. S. C. MITCHELL, Professor of History of Richmond College. MR. FRANK P. BRENT,

Secretary of the State Board of Education.

paid.

"A good library in every school.

"The school-house as good as any house.

In the community.
"Reasonable consolidation — fewer schools, but more school.

"Better pay for county supervision.
"Co-operation for universal education.
"Education for service—head, heare and hand.

"Ever man a good citizen and and and and and and and and and a wealth, producer."
"This 95,000 lilliterates over ten years old and the 30,000 illiterate voters in East

Tennessee are a burden to society, and a menace to popular government. "For the burden and menace of illite-

S C. Mitchell

certainly has had much to do in bringing about, within a few decades, the wonder

Dr. James Nelson

A GOD-GIVEN BURDEN.

DR. JAMES NELSON, President of the Woman's College.

MR. DANA H. RUCKER, Principal of West End School.

THE FACTS SPEAK,

Superintendent W. F. Fox

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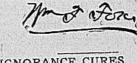
In response to your query, "Do you
think that education helps the negro to
be a better citizen?" I should say "Certainly." I fear we may too much acoustomed to judge the negro according
to old standards. Under the old regime
the negro was brought into close contact with the white people. They were
kindly treated, taugit good manners,
obedience and respect for others, and
were instructed in farming and various
handlerafts. They so profited by their
training and so thoroughly imbibed the
principles of their masters that a dissinguished modern writer in discussing the
post-bellum relations of a negro and his
former owner speaks of these two men
as "Two Gentlemen of Kentucky." This
feeling of respect and attachment survived in the negroes of the old regime
with comparatively rare exceptions.

But a period of nearly forty yearsmore years than the average life of a
generation-has passed. A new generation followed, deprived of the refining in
fluence and the training of the predcessors, and with social surroundings litthe calculated to impress on them consideration for others and a proper respect
for constituted, authority. And so a
strong feeling of selfishness and a disregard for the feelings and rights of
others grew up. In proportion as these
things increased there came on acts of
violence and lawlessness. Ignorance and
brutality go hand in hand. I fear we
are disposed to consider the history of
the negro as exceptional in his lawlessness and crime. We cannot avoid contrasting in thought his later nets with
his former history, and we fall to make
reasonable allowance for the struggles
through which he has had to pass. We
see in all its hideousness the commission of crimes that outrage every instinct of all right thinking men. Do we
consider sufficiently, in these cases, that
they are mostly the acts of the ignorant
and brutal negro? Do we consider suf-

through which he has had to pass. We is the found of crimerical thinking men. Do we stind of crimerical thinking men. Do we consider sufficiently, that helmous crimes belong to the Ignorant and brutal negro? Do we consider sufficiently that helmous crimes belong to the Ignorant and brutal negro? Do we consider sufficiently that helmous crimes belong to the Ignorant and brutal of all races. They are guilty of not just the same crimes, perhaps, but crimes that mear crimes, perhaps, but crimes that mean crimes, perhaps, but crimes the condemnation and abhorence of all just men.

They are guilty of not just the same crimes, perhaps, but crimes that mean crimes, perhaps, but crimes that mean crimes, perhaps, but crimes the condemnation and abhorence of all just men.

The conditions, invested the foundation of the formation and development of character is the home. The conditions, however, are such that the family 'training of the mean conditions, in the conditions of the case pects. So that aimset the only instrumentally to preserve the children from the thirth of others, burnerity, in addition to the intoller of the conditions of the conditions were according a conservative, and are exercising a conservative, and are exercising a conservative, and are exercising a conservative in fluence—are leaders in their best social in the conditions of the community—are conservative, and are exercising a conservative in the conditions and the conditions and the conditions and the conditions are also believe to the conditions of the community—are conservative, and are exercising a conservative in the conditions of the juty of affording him every necess facility to make the best of himself.



IGNORANCE CURES NOTHING,

Mr. D.-H. Rucker
Certainly ignorance would not make
the negro a better citizen. Some point
to the reign of order among illiterate
slaves of the period before the war as
an argument against educating negroes.
Lot us recall that though books were tabooed the negro was in a sense educated
nevertheless; for was he not trained by his
master for some industrial occupation?
And was he not noted for his temperance, obedience, love of order, &c.? Indeed slavery was a fruitful chapter in
the negro's education. We take education to mean the development of the
whole man. Any effort in this line raises
the order of citizenship. Our democratic
system of government is built up on the
ability of each individual to govern himself. This is the essence of education.
Man's first duty to a community is to,
support himself and family. When a
man is trained to raise chickens of his
own he will not be apt to disturb his
neighbor's roost. The struggle to get
property homestly is elevating, and the
moment a man begins this effort he puts
himself on the side of law and, order.
Has the negro not made progress in this
direction? A glance at some of their
confortable residences and the splendid
Savings Bank building on North Second
is sufficient to show remarkable progress. It is the rule in the country
districts of Virginia for the negro to wa Mr. D.-H. Rucker

case of accident they are sure to

est security for the audience.

blamed. They would better err on the

safe side and in the interest of the great-

Anyhow, they can't pass a law to

force an old Johnny Reb into a home that he thinks he can't sing Home, Sweet

his house and lot, and where he does he is noted for his love of peace and order. The lawless element is the lilliterate, shiftless crowd that has not been trained to do anything. Of the many hundreds of graduates that have gone out from Hampton school, carrying the leaven of industrial education to the lilliterate negroes of the South those who have gone astray might be cointed on one's fingers. Could any finer compliment be paid the influence of education on citizenship? The graduates of further continued to the complex of the south of the complex condemning the committing of some crime by fellow-negroes have frequently been passed of late at conventions composed of educated men. We know of no case in which ignorant, illiterate negroes have thus condemned one of their fellows. thus condemned one of their fellows.
Education—industrial education—is
key of good cilizenship for the negro.

. D. W. Rucken

EDUCATION AN AID TO CIVIC DUTY,

I am asked the question: "Do you think that education helps the negro to be a better citizen?" For years I have given the matter considerable thought, and have watched the progress of the negro Dr. S. C. Mitchell In the sun's rays there are light, heat and electric force, the energies necessary to physical life. In education there are skill, intelligence and virtue, the energies necessary to social well being. True, some rays are not solar; and some forms of education are not vital. But genuins education means light for the intellect, heat for the heart, and the electric incentive for the conscience and will. with no little puxiety. We believe and act upon the belief that education is a good thing for the other races of man-kind, however ignorant, superstitious and degraded they may be. Education

electric incentive for the consistency will.

Socrates held that "knowledge is virtue," a principle that has been much criticised on the score of its inadequacy. Does not, however, its fancied inadequacy lie rather in the limited meaning we choose to give to "knowledge?" Suppose to give to give to give the suppose to give to give the suppose to give to give the suppose th

srout, within a low social and political life of Japan, and what it has done for Japan it will also do for China and isles of the Sea. We do not decline to send the religious teacher to dark and degradicy races because they fercely antagonize those sent to labor in their behalf. I cannot, for a moment, believe that education, which has done so much confessedly for the other races will not, at least to some good degree, elevate the negro and fit him for citizenship, or to become a useful member of the body politic. I admit that the best of us sometimes become discouraged because the progress of the negro has been so slow. Indeed, in some respects he seems to have made little or no progress.

But we are not far enough removed from the great changes brought about by the Civil War to form a very positive and definite conclusion as to the effects of education on the race. We are very prone to magnify the evils that accompany great social and political changes. Luther in hours of depression thought that the reformation had in part failed and that the morals and conduct of the people had not been improved. Burke, the great friend and cloquent advocate of liberty and human progress, was appalled at the violence and excesses of the French revolution and turned flercely against it. But these changes which were follewed by great and serjous evils conferred leastimable blessings upon the human race. We who live in the South have felt keenly and have suffered greatly from the evils which were brought upon us by the war and by the enfranchisement of the negro. And because our efforts for the race have not accomplished all that the social and provide at the social and provide in the social and provide. Considering the present with lamentations and the future with forebodings of disaster. A liberal education, says Bacon, fits a man to perform well all the duties of the South, I should restrict his education largely to those branches which would fit him to fill his proper or destined place among us. The negro is by nature somet

der prospective conditions may be expected to be far more gratifying. The spirit in education is more than peadgogical method or monetary outlay; and a right spirit, sympathetic and inspirational, is asserting itself. The North is beginning to see that the negro problem is, in a sense, sectional, and the South is realizing that the problem is, in a sense, rational. sense, rutional.

It is as certain that the negro is going

It is as certain that the negro is going to be given a chance as it is that he is here to stay. Say what you will, the Golden Rule is going to get in its work in this matter. Lord Eldon, the favorite chancellor of George III, "never proposed fanything himself, and opposed everything himself, and opposed everything that anybody else proposed." A carping spirit has no place in dealing with so exigent a problem as the presence of the negro. Experiment alone can hiaze a path along which progress can make its way. I cannot repress the desire to see every man living in his own haze a path along which process the desire to see every man livinig it his own home, well painted and neat inside and out, a nail in every paling, the children smiling and the mether's eye bright and her heart happy. I dislike a dilapidated house, as I do a statternly woman. What will bring wealth and pregtige to the Southland? Education, thrilling with moral force and the spirit of social service. As Jefferson wrote in 1818 to John Adams: "Laws and institutions must go head in hand with the progress of the human mind." In opening a letter the other day from Superintendent C. J. Heatwole, of Morristown, Tennessee, outfell a card, upon which were these ringing sentences:
"Schools for all the children; all the children in the schools.

children ir the schools..
"Nine months' school or taxation to the

"High schools in every county, "Good teachers, well prepared and well

The war is not entirely over in Roa-

noke. The newspaper men and the may

or are still on the opposite firing lines.

The mayor of Roanoke charges all the

trouble to the wicked newspaper report-

We can't rely very much on what we

minated as soon as possible.

ers and correspondents.

very foolish to assume such risks. In | no pleasure in it, and wish hostilities ter

Frank & Brent we will all know just exactly what is

Baltimore would not go far wrong is he should hold some of the burnt district sacred for park purposes.

what.

ready to be launched.

There will be great times in the old State when the battleship Virginia is

Jas. Nilson WITHOUT ARGUMENT, Secretary Frank P. Brent In reply to your inquiry I beg leave to say that in my opinion education of the right sort and in proper measure will greatly aid the negro to become a better citien.

sure that institutions that have been established and conducted by such men as Drs. Taft, Corey, Hovey, MacVienr and others in the South, whom I might name, have had the very finest influence in preparing men and women to discharge well the duties of private and public life. In the clevation and education of the negro race we have undertaken a great and perplexing task, but let us not shrink from it because of its difficulties.

I repeat that we are apt to get discouraged and to give up the task that Divine Providence has thrust upon us. Let us remember that one increasing purpose runs through the whole course of human events. God manifestly means through the gospel and education to upiff and redeem the fallen races of men from ignorance, superstition and sin. Perhaps, serious difficulties confront Him in the accomplishment of this stupendous task, but He will not fail nor be discouraged until He hath set judgment in the carth. The isles are waiting for His law.